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ABSTRACT

The document consists of a chart designed as a record of the students' step by step progress and development of skills, a planning guide for teachers and parents for setting new goals for the students at home and in the classroom, and an ongoing exchange of information between parents and educators. Initial sections address use of the chart and the conference preparation sheet (which contains information to be sent home to parents with date and time of a scheduled individualized education program conference). The chart itself is broken into nine sections: body usage, communication, mathematics, prevocational skills, reading, science, self help, social behavior, and social studies. (SBH)

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Student's Name: _____

Date of Birth: _____

School District: _____

Parent: _____

Address: _____

_____

Phone: _____

DEVELOPMENTAL CHART

Produced by

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Consortium Trainable Mentally Retarded

Student Developmental Chart

Name_____ Age_____ Birthdate_____

District_____ Date Entered_____

Class Entered_____

Parent _____

Address_____

_____

Phone_____

Date Started	Supportive Service	Stop	Start	Supportive Service	Stop
	☐ Physical Therapy			☐ Adaptive Physical Ed.	
	☐ Occupational Therapy			☐ Vision Services	
	☐ Psychological Consult.			☐ Social Work	
	☐ Speech/Language Ther.			☐ Hearing Therapy	
	☐ Audiology			☐ Orientation/Mobility Tr.	
	☐ Student Counseling Ser.			☐ Parent Counseling Tr.	
	☐ Medical			☐ Vocational/Tech.School	
	☐ Work Training			☐	
	☐ Work Experience			☐	

		Date	Classes integrated in:
☐	Self-Contained Class	_____	_____
			_____
☐	Integrated	_____	_____
			_____
			_____

Contributors

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We would like to express our appreciation to the Montgomery County Intermediate Unit #23 and the following school districts for their cooperation.

Hatboro-Horsham School District
Lower Moreland Township School District
Upper Dublin School District
Wissahickon School District

PURPOSE

The purpose of this chart is three-fold:

..... A record of the students' step-by-step progress and development of their skills.

..... A planning guide for teachers and parents for setting new goals for the students at home and in the classrooms.

..... An on-going exchange of information between parents and educators.

GOALS

Our goal is to help the students attain a higher degree of independence and acceptable behaviors with the combined efforts and close cooperation between parents and educators.

Many of the skills listed in this chart can be developed by parents in the home environment allowing the teachers to concentrate more of their efforts in those areas which can best be handled in the classroom.

IMPLEMENTATION

..... This is a guide for developing goals for the students' IEPs.

..... It is a progress report for parents, districts and teachers.

..... It is a cumulative record of the skills a student has attained or is working on.

..... It will be used as an on-going exchange of information between the parent and educator for IEP Conferences.

..... It will be information for the teacher on those skills which the parent is working on at home.

..... It is a basis for preparing a resumé for a student's future employer.

..... This is a concise picture of the program's direction.

Directions for Parent Use

On the right hand side of each skill sheet, there are three columns: Introduced - Developing - Independent.

The date on which the student was introduced to the task should be placed in the column "Introduced"; e.g.,

	INTRODUCED	DEVELOPING	INDEPENDENT
28. Tie Shoes	9-15-79	✓	1-8-80

If the student is still working on the skill or developing, a (✓) can be placed in the "Developing" column.

If the student can tie his shoe independently, a date is placed in the "independent" column.

Definitions

Introduced — In the column under this, the date will be placed when the teacher or the parent introduced the task. In some cases, there may be no date due to the fact that the student was introduced to the task before he/she came to school.

Developing — a) In this section, it would only have a (✓) mark if the parent, teacher and student are still working toward independence in this area.

b) If a student upon entering this program for the first time is developing a skill, there would not be a date in the "introduced" section but the date would be placed in the "developing" section.

Independent — The date would be placed in the "independent" section when it is deemed by the teacher and/or parent that the student is independent in that skill.

Conference Preparation Sheet

A Conference Preparation Sheet will be sent home to parents indicating the date and the time of a scheduled IEP Conference. The conference sheet will be for both parents and teachers to fill out.

Prior to each IEP Meeting/Conference, this sheet should be filled out so that any changes can be recorded on the parents' charts and the permanent record charts.

CONFERENCE PREPARATION SHEET

Conference Date _____ Time _____

Student _____

AREAS FOR DISCUSSION	Introduced by Parent/Teacher	Initiated by Student	Demonstrates Independence
Communication			
Self-Help			
Social Behavior			
Body Usage			
Vocational			
Math			
Reading			
Social Studies			
Science			

SECTION "A"

BODY USAGE

Body Usage

The student is able to:	INTRODUCED	DEVELOPING	INDEPENDENT
1) Walk and maintain stability in a variety of school situations			
2) Jump			
3) Run			
4) Hop			
5) Kick			
6) Manipulate upstairs			
7) Manipulate downstairs			
8) Push			
9) Pull			
10) Protect self when falling			
11) Bend body parts separately			
a. at the waist			
b. knees			
c. elbows			
d. shoulders			
e. neck			
f. wrists			
g. ankles			
h. fingers			
12) Bend different body parts in unison			
13) Move fingers together			
14) Move fingers separately			
15) Use a pincer grasp			
a. with dominant hand			
b. with other hand			
16) Use his/her individual fine motor skills into formal and informal purposeful activities			
17) Walk in a coordinated manner			
a. eyes front			
b. normal gait			
c. avoids obstacles			
d. erect posture			
e. appropriate speed			

Body Usage

	INTRODUCED	DEVELOPING	INDEPENDENT
18) Use stairs using alternate feet			
a. up			
b. down			
19) Handle a ball			
a. throw			
b. catch			
c. bounce			
20) Run in a coordinated manner			
21) Jump while maintaining balance			
22) Sit appropriately at a desk or table			
23) Work productively while standing			
24) Maintain visual contact with tasks			
25) Trace a simple pattern			
26) Use a pincer grasp in			
a. writing			
b. pegboard			
c. work station tasks			
d. other			
27) Color within lines of a simple picture			
28) Print legibly			
29) Use scissors to cut along a line or a shape			
30) Pour liquids beginning with a partly empty definitely spouted container			
31) Use a grasping and turn movement in			
a. clockwise			
b. counter-clockwise			
32) Fold towels or material in			
a. 1/2			
b. 1/4			
c. 1/3			
33) Use paper clips			
34) Carry a non-cumbersome object up and down stairs, alternating feet			
35) Walk on a low balance beam independently for 5 steps without losing balance (placed on floor)			
36) Kick a rolling ball			
37) Throw a softball			

Body Usage	INTRODUCED	DEVELOPING	INDEPENDENT
38) Catch a softball when rolled toward child			
39) Catch a softball when thrown under hand to child			
40) Jump down from a one to two foot height without falling			
41) Skip			
42) Bounce a basketball while walking			
43) Run ____yards without stopping			
Run ____yards without stopping			
Run ____yards without stopping			
44) Complete ____deep knee bends correctly			
Complete ____deep knee bends correctly			
Complete ____deep knee bends correctly			
45) Touch toes ____times			
Touch toes ____times			
Touch toes ____times			
46) Complete ____sit ups with knees bent			
Complete ____sit ups with knees bent			
Complete ____sit ups with knees bent			
47) Complete ____push-ups in good form			
Complete ____push-ups in good form			
Complete ____push-ups in good form			
48) Hit a thrown ball with a bat			
49) Write his name in cursive			
50) Thread a yarn needle with yarn or string			
51) Thread a regular needle with thread			
52) Draw a face with eyes, nose, mouth, hair and ears.			
53) Indicate his left side			
54) Indicate his right side			
55) Indicate his front			
56) Indicate his back			
57) Pour any liquid from pitcher to glass			
58) Pour any liquids from non-spouted or non-lipped container to another container			

Body Usage

	INTRODUCED	DEVELOPING	INDEPENDENT
59) Use scissors to cut any pattern from a variety of fabrics and/or papers			
60) Use knife to slice food...into thin, uniform slices			
61) Use knife to dice food			
62) Use typewriter..with fingers in correct position			
63) Open various types of locks requiring different types and sizes of keys			
a. skeleton			
b. house key			
c. other			
64) Write with letters of uniform size, no taller than ½"...and on the line			
a. printing			
b. cursive			
65) Fold paper in			
a. 1/2			
b. 1/4			
c. 1/3			
66) Fold towels, pillow cases, napkins neatly with corners meeting			
67) Fold sheets, tablecloths neatly with corners meeting			
68) Use a stapler to tack up paper, pictures, etc. on bulletin board			
69) Wrap package			
a. mailing			
b. gift			
70) Use industrial can opener			
71) Open and close bottles			
a. pry lid			
b. screw lid			
72) Use butterfly fasteners			
73) Use kitchen tongs to pick up foods			
74) Pick up small objects with tweezers			

Body Usage	INTRODUCED	DEVELOPING	INDEPENDENT
75) Put papers in loose leaf binder			
76) Accurately use a hole punch			
77) Use straight pins			
78) Use safety pins of varying sizes			
79) Thread a sewing machine needle			
80) Thread a sewing machine			
81) Sew a straight line			
a. by hand			
b. by machine			
82) Pick up and manipulate objects smaller than ¼ of the diameter of student's own fingers			
83) Manipulate nut on a screw			
a. out of sight			
b. in tight places			
84) Manipulate a castle nut or lock nut on a free floating bolt			
85) Position a drill on a target			
86) Operate a punch press			
87) Operate a punch press type of machine with foot power			
88) Squeeze with controlled force			
a. pliers			
b. other			
89) Strike nail with hammer face perpendicular to head of nail			
90) Use tin snips			
91) Twist a screw with screwdriver			
a. clockwise			
b. counter clockwise			
92) Push with controlled force			
a. plane			
b. wrench			
93) Pull with controlled force			
a. drill press lever			
b. wrench			

Body Usage	INTRODUCED	DEVELOPING	INDEPENDENT
94) Wipe with a circular motion			
95) Lift --- 50% of own weight			
96) Carry ---25% of own weight			
97) Carry large bulky packages			
a. place			
b. stack			
98) Push and control			
a. hand truck			
b. dolly			
99) Pull and control			
a. hand truck			
b. dolly			
100) Lift and carry as a team member			
101) Work in varying and awkward body positions, i.e., under a dashboard			

SECTION "B"

COMMUNICATION

Communication

The student is able to:	INTRODUCED	DEVELOPING	INDEPENDENT
1) Imitate teacher's actions (Physical, such as ring bell, clap hands)			
2) Respond to verbal stimulation			
a. point to			
b. give me			
c. stop			
d. go			
e. come			
f. sit			
g. stand up			
h. name			
3) Respond to "yes" or "no" questions			
4) Follow simple two step directions			
5) Point to body parts			
6) Imitate sounds			
7) Produce			
a. initial sounds of words			
b. medial sounds of words			
c. final sounds of words			
8) Imitate words			
9) Initiate expressive language			
a. words			
b. phrases			
c. sentences			
10) Consistently use			
a. first name			
b. last name			
c. teacher's and aide's names			
d. classmates' names			
e. yes/no			
f. please/thank you			
g. repeat two-step directions			
11) Hold pencil			
12) Hold paper in position			

Communication

	INTRODUCED	DEVELOPING	INDEPENDENT
13) Make basic motions of proper size			
a. vertical			
b. horizontal			
c. circular			
d. slant			
14) Trace			
a. letters			
b. numbers			
15) Copy			
a. letters			
b. numbers			
16) State address			
17) State phone number			
18) Use routine sentences describing			
a. date (day, month, number-year)			
b. weather			
19) Ask simple questions in complete form (in a structured lesson) i.e., Did you? May I? etc.			
20) Describe position of objects in terms of prepositions (in-on-under-over-next to-up-down-in back of-in front of-where)			
21) Speak so that thoughts are understood			
22) Use complete sentences (spontaneously)			
23) Print from memory - later			
a. name			
b. address			
24) Copy lists of single words from chalkboard			
25) Copy a series of sentences from chalkboard			
26) Attempt some word or sentence printing without copying			
27) Answer who, what, when, where and how questions			
a. structured			
b. spontaneous			
28) Ask who, what, when, where and how questions			
a. structured			
b. spontaneous			

Communication

	INTRODUCED	DEVELOPING	INDEPENDENT
29) Identify his/her			
a. town			
b. state			
c. county			
d. country			
30) Dial his/her			
a. home telephone number			
b. any written phone number			
31) Write his signature			
32) Fill out a simple teacher made job application form			
33) Deliver a simple verbal message to someone outside the classroom			
34) Give directions to classmates			
35) Express simple experiences			
36) Read and follow written two step directions			
37) Place or point to objects demonstrating position prepositions (examples: middle, beside, above)			
38) Use a telephone			
a. give messages			
b. receive and relay verbal messages			
c. receive the call and relay message in writing			
d. make regular calls			
e. make emergency calls			
f. make operator assisted calls			
g. use phone book to locate phone number of named individual			
h. use yellow pages of phone book			
i. use pay phone			
39) Write			
a. write name in cursive writing			
b. write sentences in cursive writing			
c. read cursive writing			
d. write short, friendly informative letters			
e. express thoughts and experiences in writing			

Communication

	INTRODUCED	DEVELOPING	INDEPENDENT
40) Hold a conversation			
a. speak fluently in complete sentences w/peers			
b. speak fluently in complete sentences w/others			
c. answer inferential questions			
d. relate experiences			
e. give explanations of task			
f. give explanations of behaviors			
41) Directions			
a. follow complex written directions			
b. follow complex verbal directions			
c. give complex verbal directions			
d. give complex written directions			

SECTION "C"

MATHEMATICS

Mathematics

	INTRODUCED	DEVELOPING	INDEPENDENT
The student is able to:			
1) Identify by pointing to numbers:			
a. 1 - 5			
b. 6 - 10			
2) Identify by naming numbers:			
a. 1 - 5			
b. 6 - 10			
3) Can count by rote 1 - 10			
4) Can count the number of objects in a set to 10			
5) Place numbers 1-10 in order			
6) Demonstrate awareness that the calendar tells the date			
7) Say the days of the week in order			
8) Point to and name days of week at random			
9) Say the months in order			
10) Point to and name the months at random			
11) Point to and name today, yesterday and tomorrow on the calendar			
12) Say the date while pointing to components of the date on the calendar			
13) Tell if it's morning or afternoon			
14) Demonstrate an awareness of ONE-TO-ONE correspondence, e.g.;			
a. place 1 chair to 1 desk			
b. place 1 cup to 1 saucer			
c. place 1 peg in 1 hole, etc.			
15) Count exactly one object to each number			
16) Name and discriminate shapes			
a. circle			
b. square			
c. triangle			
d. rectangle			
e. diamond			
17) Compare sizes in terms of			
a. small			
b. medium			
c. large			

Mathematics

	INTRODUCED	DEVELOPING	INDEPENDENT
d. long			
e. short			
18) Count by rote in the following progression of difficulty:			
a. 1 - 20			
b. 1 - 30			
c. 0 - 60			
d. 0 - 100			
19) Count by pointing to numbers			
20) Match objects counted with the correct number			
21) Count by 10's to 100			
22) Identify by naming random numbers in above progression of difficulty			
a. 1 - 20			
b. 1 - 30			
c. 0 - 60			
d. 0 - 100			
23) Put sets of things together and count the total number (addition)			
24) Tell how many things are left from a whole set (subtraction)			
25) Name the ordinal numbers through 10th			
26) Demonstrate an awareness that money has value			
a. discriminate between real and play money			
b. be responsible for lunch money or earned pennies			
c. deliver money or pay for things promptly			
27) Match the five coins:			
a. penny			
b. nickel			
c. dime			
d. quarter			
e. half-dollar			
28) Sort the five coins:			
a. penny			
b. nickel			
c. dime			

Mathematics	INTRODUCED	DEVELOPING	INDEPENDENT
d. quarter			
e. half-dollar			
29) Identify five coins:			
a. penny			
b. nickel			
c. dime			
d. quarter			
e. half-dollar			
30) Assign a value to the five coins:			
a. penny			
b. nickel			
c. dime			
d. quarter			
e. half-dollar			
31) Match a written price tag with the coins			
a. penny			
b. nickel			
c. dime			
d. quarter			
e. half-dollar			
32) Relate time to a clock and a timer			
33) Point to and name the long/minute hands and short/hour hands of a clock			
34) Name all the numbers on the clock			
35) Tell time to:			
a. the hour			
b. half-hour			
36) Write times to:			
a. the hour			
b. half-hour			
37) Demonstrate an awareness of the need for measuring			
a. volume			
b. weight			
c. length			

Mathematics

	INTRODUCED	DEVELOPING	INDEPENDENT
38) Name the 4 cup measures			
a. 1 cup			
b. 1/2 cup			
c. 1/3 cup			
d. 1/4 cup			
39) Name the 4 spoon measures			
a. 1 tablespoon			
b. 1 teaspoon			
c. 1/2 teaspoon			
d. 1/4 teaspoon			
e. 1/8 teaspoon			
40) Use the spoon and cup measures in directed cooking activities			
41) Recognize the following containers:			
a. pints			
b. quarts			
c. 1/2 gallon			
d. gallon			

Mathematics

NOTE: Words used in the previous instruction become a part of the students' speaking and listening vocabulary.

date	circle	count	clock
days of the week	square	how many	o'clock
months	triangle	money	measure
year	rectangle	cents	cup
calendar	shape	penny	teaspoon
today	small	nickel	tablespoon
yesterday	medium	dime	pint
tomorrow	large	quarter	quart
morning	long	half-dollar	gallon
afternoon	short	dollar	dozen
			inch

ordinal numbers - first, second, third, fourth, fifth, sixth seventh, eighth, ninth and tenth

Some of these will be included in students' reading vocabulary.

Add words as the need arises.

Mathematics

	INTRODUCED	DEVELOPING	INDEPENDENT
42) Write the numbers 1 - 100 without assistance			
43) Arrange the numbers 1 - 100 in correct sequence when given in random order			
44) Tell which number is greater than or less than when shown 2 numbers			
45) Write and say the number that directly follows any given number up to 100			
46) Count by 5's to 100			
47) Count by 25's to 100			
48) Count by 2's to 20			
49) When using a number line			
a. solve a 2 digit, 1 column addition problem 5 + 3			
b. solve a 3 digit, 1 column addition problem 3 4 +1			
c. solve 2 digit, 2 column addition problems not involving carrying 15 +32			
d. solve 2 digit, 2 column addition problems that involve carrying			
e. memorize all the 2 number combinations where sums are 10 or less			
50) Without the use of a number line			
a. solve a 2 digit, 1 column addition problem when answers are 10 or below 5 +3			
b. solve a 2 digit, 2 column addition problem when neither column's sum is over 9 32 +21			
c. solve 3 digit, 1 column addition problems when sums are 10 or under 1 5 +2			
d. memorize all the 2 number combinations when sums are 20 or under			
e. solve 2 digit, 1 column addition problems when answers are 18 or below			

Mathematics	INTRODUCED	DEVELOPING	INDEPENDENT
51) When using a number line:			
a. solve 2 digit, 1 column subtraction problem			
b. solve 2 digit, 2 column subtraction problem not involving borrowing 25 -14			
c. Read a simple word story, set up and then solve the problem.			
52) Tell time to quarter after or :15			
53) Tell time to quarter of or :45			
54) Tell time to 5 minute intervals			
55) Tell time to minute intervals			
56) Write the time to correspond to his/her ability to tell time			
57) Tell what time it will be in so many hours			
58) State whether it will be A.M. or P.M.			
59) Tell what time it will be in so many hours and minutes (A.M. and P.M. included)			
60) Set an alarm clock so it will go off at a given time			
a. to the hour			
b. to the half-hour			
c. to the quarter hour			
61) Find and name a yardstick			
62) Find and name a ruler			
63) State how many			
a. inches in a yard			
b. feet in a yard			
c. inches in a foot			
64) Measure a drawn line or an object to the inch, not exceeding 36 inches			
65) Measure a drawn line or an object to the half inch, not exceeding 11½ inches			
66) Measure and draw a line to the inch, not exceeding 12 inches			
67) Measure and draw a line to the half inch not exceeding 11½ inches			

Mathematics

	INTRODUCED	DEVELOPING	INDEPENDENT
68) Measure a drawn line or object to ¼ inch not exceeding 11½ inches			
69) Use the correct mark to indicate			
a. feet (1)			
b. inches (11)			
70) When given quantities of the same coin, count the coins to $1.00			
71) Correct a given amount, not exceeding $1.00 when given only pennies and nickels			
72) Count a given amount, not exceeding $1.00 when given dimes and pennies			
73) Count a given amount, not exceeding $1.00 when given only dimes, nickels and pennies			
74) Count a given amount not exceeding $1.00 when given quarters, dimes, nickels and pennies			
75) Count a given amount not exceeding $1.00 when given any combination of coins			
76) Make change			
a. for any amount not exceeding 10¢			
b. for any amount not exceeding 20¢			
c. for any amount not exceeding 25¢			
77) Use a calculator to:			
a. add			
b. subtract			
c. multiply			
d. divide			
78) Adding two 1 digit numbers with a sum of 10 or less 9 +1			
79) Adding two 1 digit numbers with a sum of 20 or less 9 +9			
80) Adding three 1 digit numbers with a sum of 10 or less 3 3 +3			
81) Adding two numbers in units of 10 20 +30			

Mathematics

		INTRODUCED	DEVELOPING	INDEPENDENT
82) Adding units of 10 and a single digit	20 + 9			
83) Adding two 2 digit numbers, no carrying	23 +24			
84) Adding addends less than 20 with carrying	18 +15			
85) Adding 2 digit addends with carrying	26 +37			
86) Adding 3 addends with 1-2 digits	9 18 +27			
87) Adding 1-2 digit numbers with addends less than 100 with carrying	63 +28			
88) Adding 1-2 digit numbers with addends over 100	64 +58			
89) Adding 3 - 2 digit numbers	64 72 +30			
90) Subtract minuends of 9 or less	9 -5			
91) Subtract minuends of 19 or less	19 -15			
92) Subtract ___units of 10	20 -10			
93) Subtract a single digit from 2 digits - no borrowing	84 - 3			
94) Subtract minuends with 2 digits, no borrowing	47 -33			
95) Regroup objects and subtract 0000 0000 0000	12 - 4			
96) Subtract one digit from 2 digit numbers with borrowing	84 - 5			

Mathematics

	INTRODUCED	DEVELOPING	INDEPENDENT
97) Subtract 2 digit numbers from 2 digit numbers with borrowing (86 − 27)			
98) Subtract 2 digit numbers from 3 digit numbers with borrowing			
99) Subtract 3 digit numbers from 3 digit numbers with borrowing			
100) Subtract 1 - 2 - 3 digits			
101) Use a multiplication chart			
102) Multiply numbers without carrying			
a. 1 digit			
b. 2 digit			
c. 3 digit			
d. 4 digit			
103) Multiply a 2 or 3 digit number by a single digit with carrying			
104) Multiply a 3 digit number by a 2 digit number			
105) Multiply a 4 digit number by a 3 digit number			
106) Multiply all numbers including numbers containing 0's.			
107) Student is able to do word problems involving:			
a. addition			
b. subtraction			
c. multiplication			
d. division			
108) Select the correct process for solving word problems			
*If a student with less than 3 years left in school career, plateaus at a level less than 99% accuracy on a knowledge of facts or functions, instruction will be centered on accurate use of mechanical aids.			
109) Measure items from ¼ inch to any number of feet			
110) Know appropriate measuring device for task (e.g., ruler=inches; tape=many feet)			

Mathematics

	INTRODUCED	DEVELOPING	INDEPENDENT
111) Know basic liquid/dry measurement facts:			
a. teaspoon			
b. tablespoon			
c. cup			
d. quart			
e. gallon			
112) Measure a whole cup and fractions of a cup			
113) Measure teaspoon/tablespoon and fractions of them			
114) Know facts pertaining to ounces/pounds			
115) Demonstrate an understanding of seconds			
116) Plan amount of time needed to get to designated place...when given time to arrive			
117) Plan when to start activity..given time activity takes and time to finish.			
118) Use calendar to plan time			
119) Identify amounts of money up to $5.00			
120) Identify amounts of money up to $25.00			
121) Select named coin combinations up to $1.00			
122) Select named amounts of money up to $25.00			
123) Make change of amounts up to $10.00			

SECTION "D"

PRE-VOCATIONAL

Pre-Vocational

	INTRODUCED	DEVELOPING	INDEPENDENT
The student is able to:			
1) Demonstrate acceptable work habits showing:			
a. responsibility in routines			
b. obedience to authority			
c. ability to follow directions satisfactorily			
d. ability to complete tasks			
e. self-satisfaction in achievements			
f. awareness to ask for help			
g. willingness to try			
h. appropriate interaction			
i. control over distractibility			
j. tidiness throughout the work process			
k. ability to engage in teamwork or group effort			
l. independent achievement			
2) Independently perform manipulative tasks in a work setting			
a. match by color, shape and size			
b. sort by color, shape and size			
c. perform paper and pencil tasks at his level			
3) Work independently for at least 30 minutes			
4) Work at a work station without unnecessary talking or unnecessary asking for assistance			
5) Ask for assistance when needed			
6) Demonstrate his/her knowledge that a task is completed			
7) Ask for further instructions when task is completed			
8) Locate materials in the room			
9) Put materials or tools away when finished			
10) Work in a structured setting without playing			
a. maintain attention to task when distractions are present			
11) Answer questions about the quality of his/her work in terms of neatness			

Pre-Vocational

	INTRODUCED	DEVELOPING	INDEPENDENT
12) Rubber band objects together			
13) Collate and staple papers			
14) Fold papers in half			
15) Fold papers in thirds			
16) Stuff envelopes with folded papers			
17) Cut on a straight line with scissors			
18) Cut on an outline of a given pattern			
19) Trace a given line (straight or a pattern) with a pen or pencil			
20) Outline a given pattern			
21) Count a given number of objects up to 100 and package them.			
a. with jig			
b. by rote			
c. can start process at any different point			
22) Insert a set of items (bolts into correct size nuts; pegs into small holes)			
23) Clip papers together with paper clips			
24) Sort ___different kinds of hardware			
Sort ___different kinds of hardware			
Sort ___different kinds of hardware			
Sort ___different kinds of hardware			
25) Sort ___different kinds of transistors by multi-color bands			
Sort ___different kinds of transistors by multi-color bands			
Sort ___different kinds of transistors by multi-color bands			
Sort ___different kinds of transistors by multi-color bands			
26) Sort ___different sizes of same objects			
Sort ___different sizes of same objects			
Sort ___different sizes of same objects			
Sort ___different sizes of same objects			

Pre-Vocational	INTRODUCED	DEVELOPING	INDEPENDENT
27) Sort ____different colors			
Sort ____different colors			
Sort ____different colors			
Sort ____different colors			
28) Arrange resistor design in same order as the given pattern			
29) Measure lengths of objects, and place into designated containers			
30) Package sets of items			
31) Sort mail by zip code			
32) Alphabetize letter cards			
33) Alphabetize words by first letter			
34) Alphabetize words by second letter			
35) Serialize numbers 1-100			
36) Serialize numbers 1-100 into 10 categories (Example: 1-9, 10-19, etc.)			
37) Create a 3 dimensional pattern using marbles, pegs, or blocks, when given a one dimensional pattern to follow			
38) Place ink stamp within a small, given space allotted for the stamp.			
39) Cut a written paragraph or picture from a paper and paste it on another paper within a designated area			
40) Use a screw driver to tighten and/or loosen screws from nuts			
41) Use pliers and/or wrenches to:			
a. loosen nuts from bolts			
b. tighten nuts onto bolts			
42) Use a hammer to hit nails into wood - straight			
43) Identify and know the use of ____different kinds of tools (hand saw, screw driver, pliers, sandpaper, etc.)			
44) Sit and work at a task for ___ minutes			
45) Start at a job on time			

Pre-Vocational

	INTRODUCED	DEVELOPING	INDEPENDENT
46) Stop when work time is over (whether job is completed or not)			
47) Improve quality of work as one becomes more familiar with job			
48) Improve work rate as one becomes more familiar with job			
49) Express needs and questions in social, educational and vocational setting			
50) Appropriately handle greetings, corrections and disagreements			
51) Work effectively under remote supervision			
52) Groom himself/herself appropriately for all situations			
53) Establish work pace which is maintained throughout task			
54) Change work pace when directed			
55) Do repetitive tasks without pause between cycles			
56) Be reliable in attendance and punctuality on a job			
57) Be responsible for several activities at one time			
58) Participate in establishing and carrying out schedules			
59) Demonstrate comprehension of need for balance between speed and accuracy			
60) Demonstrate fine motor skill			
61) Coordinate eye, hand and foot movements			
62) Make selections among alternative methods and materials			
63) Remember locations, procedures and nomenclatures			
64) Use care in activities which pose personal hazards			
65) Tolerate monotony and repetition work			
66) Work for periods up to 2 hours without loss of speed or accuracy			
67) Show physical strength and stamina in areas of his/her vocational preference			
68) Make purchases and receive change			

Pre-Vocational

	INTRODUCED	DEVELOPING	INDEPENDENT
69) Set goals for money use and comparative shop for best deals			
70) Remember routes, landmarks and travel procedures			
71) Handle emergencies effectively			
72) Develop appropriate means of relaxation			
73) Quality check using			
a. go/no go gauge			
b. adjustable gauge			
74) Duplicate objects using shop equipment			
75) Execute diagrams using shop equipment			
76) Find numerically labeled items in serial order			
77) Find alphabetically labeled items in serial order			
78) Maintain a neat, safe and clean work area			
79) Use hand tools			
80) Use power tools			

Pre-Vocational

	INTRODUCED	DEVELOPING	INDEPENDENT
81) Use simple machines			

Pre-Vocational

The student has participated or is participating in the following work experience:

SECTION "E"

READING

Reading

	INTRODUCED	DEVELOPING	INDEPENDENT
The student is able to:			
1) Identify by pointing to letters			
a. in first name			
b. in last name			
c. other students' names			
d. street, town			
e. in words from language experience story			
2) Identify by naming letters			
a. in first name			
b. in last name			
c. other students' names			
d. street, town			
e. in words from language experience story			
3) Participate in the construction of an experience story			
NOTE: Definition of language experience story should include the following:			
a. date words			
b. common short words			
c. color words			
d. weather words			
e. major holiday words			
f. foods			
g. common family and household words			
h. common school related words			
i. safety words			
4) Recognize own name by sight			
5) Match words in the following categories:			
a. labels			
b. colors			
c. classmates' names			
d. names of menu foods			
e. frequently used words from daily activities (controlled vocabulary)			
f. months			
g. days			

Reading

	INTRODUCED	DEVELOPING	INDEPENDENT
6) Repeat the letters in the above word matching activities when given a verbal model			
7) Recite or "sing" the alphabet by rote			
8) Name upper and lower case letters when presented in order			
9) Name upper and lower case letters when presented at random			
10) Match upper to lower case letters			
11) Place letters in alphabetical order			
12) Display an interest in reading by attempting sight recognition of words			
13) Use left to right progression			
14) Display knowledge of one-to-one word relationships by pointing to words in a sentence as he reads it			
15) Read the sentences when given model			
16) Find named words within sentences			
17) Name learned words in other contexts			
a. word cards			
b. "Bingo" games			
c. other sentences			
18) Read words on a vocabulary list composed of words in controlled vocabulary			
19) Recognize color words			
20) Recognize simple menu words			
21) Recognize classmates' names			
22) Recognize days			
23) Recognize months			
24) Recognize social words			
25) Recognize safety words			
26) Demonstrate comprehension by:			
a) stating phrases or sentences accurately			
b) answering "yes" or "no" questions about sentences that he has read			

Reading	INTRODUCED	DEVELOPING	INDEPENDENT
c. responding to questions about what the student has read			
1. who questions			
2. what questions			
3. when questions			
4. where questions			
5. why questions			
6. how questions			
d. describing details of:			
1. what is heard			
2. what is read			
e. constructing and reading sentences using his/her controlled vocabulary words			
27) Spell words listed in his/her controlled vocabulary			
28) Identify consonant letter sounds			
29) Recognize consonant blends _____			
30) Reproduce consonant blends _____			
31) Sequence pictures to illustrate an event			
32) Visually discriminate one word from a group of single words given a visual model			
33) Visually discriminate phrases and/or sentences from a group of phrases and/or sentences given a visual model			
34) Identify the vocabulary words used at his/her reading level (_____) name - level			
35) Spell the vocabulary words used at his/her reading level (_____) name - level			
36) Demonstrate sentence comprehension by:			
a. reading and selecting from 3 sentences, the appropriate sentence that correctly describes a given picture			
b. sequencing words to form a sentence when words are presented out of sequence (for Go ride a)			

Reading

	INTRODUCED	DEVELOPING	INDEPENDENT
c. following simple written directions			
d. following simple written recipe			
37) Read and place 2 - 4 sentences in sequential order			
38) Read a story and then sequence 3 - 4 sentences about the story in the order in which they happened.			
39) Read a story and recall details by:			
a. selecting correct answer when given 5 questions with 3 choices each			
b. selecting the appropriate word from 3 given words to complete sentences with a missing word			
c. selecting main idea of a story when given 4 titles to choose from			
40) Read a simple short story and answer inferential questions.			
41) Identify _____ functional/protective words			
42) Read food section of newspaper to locate specials pertaining to cooking menu			
43) Read food containers for identity.			
44) Read directions			
45) Read 10 nouns from the vocabulary list			
46) Read 10 verbs from the vocabulary list			
47) Read 10 modifiers from the vocabulary list			
48) Read 10 prepositions from the vocabulary list			
49) Demonstrate ability to use consonant letter sounds to figure out pronunciation of new words			
50) Demonstrate ability to use long vowel sounds			
51) Demonstrate ability to use short vowel sounds			
52) Demonstrate good word attack skills...to figure out pronunciation of new words			
53) Demonstrate ability to use a newspaper to get the following information:			
a. available jobs			
b. movie listing			
c. weather forecast			

Reading

	INTRODUCED	DEVELOPING	INDEPENDENT
54) Demonstrate ability to use T.V.Guide to find out channel and time of named programs on named day			
55) Demonstrate ability to use a cookbook to find recipes.			
56) Demonstrate ability to use a menu to order and price foods.			
57) Demonstrate ability to use a phone book to locate named individuals			
58) Demonstrate ability to use catalogues to obtain product information and to order items			
59) Demonstrate ability to read short stories and magazines for pleasure			
60) Use dictionary and other reference materials for information			
61) Read and comprehend vocabulary pertinent to his job.			
62) Read material and tell what he has read			

Reading
Controlled Vocabulary List

a
and
April
art
black
blue
brown
cloudy
cold
cool
day
did
do
February
Friday
go
going
green
gym
had
has
have
hot
is
it
January
library
March
May
Monday
Miss
Mr.
Mrs.
music
new
not
orange
pants
partly sunny
pink
purple
red
Saturday
shirt
shoes
show
snow
snowy
Sunday
sunny
sweater
swimming
tell
Thursday
to
today
Tuesday
warm
we
wearing
Wednesday
white
with
yellow
yes
+ students' names

Reading

Controlled Vocabulary List

afternoon
all
be
December
her
his
it
June
kind
like
morning
November
October
of
see
September
the
this
tomorrow
very
was
what
where
will
yesterday
back
book
eight
everybody
five
for
four
get
inside
nine
on
one
of
outside
people
please
recess
six
seven
ten
their
three
time
two
wear
+ any additional words the student reads consistently

Reading

Vocabulary ----- Menu Words

beans
bread
butter
cake
carrots
celery
cheese
chicken
cookie
corn
cornbread
cupcake
french fries
fruit
fruit cup
green beans
hamburger
hoagie
hot dog
Jello
juice
mashed potatoes
meat loaf
menu
milk
muffin
peaches
pears
peas
pizza potatoes
potato sticks
pudding
salad
sandwich
sauerkraut
soup
spaghetti
steak sandwich
tomato
turkey
+ any additional words consistently found in daily menu
_____
_____
_____

Reading

Basic Knowledge - Vocabulary

SECTION "F"

SCIENCE

Science

	INTRODUCED	DEVELOPING	INDEPENDENT
The student is able to:			
1) Identify the seasons			
a. characteristics of			
b. activities of			
c. holidays of			
2) Choose appropriate clothing for the seasons			
3) Demonstrate knowledge of animals			
a. as pets			
b. as zoo inhabitants			
c. for domestic commerce			
1. dairy			
2. meats			
3. clothing			
4. industry			
4) Deal adequately with the physical elements of:			
a) danger, safety			
b) health and hygiene to			
1. eat			
2. play			
3. rest			
4. maintain cleanliness			
5) Care for plants			
a. in the house			
b. in the garden			
c. for pleasure			
d. for food			
e. for profit			
6) Describe weather conditions of the day			
a. temperature (hot,cold,warm,cool)			
b. sky (cloudy, sunny, partly sunny)			
c. precipitation (rain, snow, sleet)			

Science

	INTRODUCED	DEVELOPING	INDEPENDENT
7) Exhibit good health habits by:			
a) washing hands			
b) blowing nose			
c) covering mouth when coughing			
d) eating foods at proper time			
e) selecting proper clothing for weather conditions			
8) Name the five senses and how they are used			
9) Name the foods eaten at different meals			
10) Identify edible and non-edible things			
11) Begin to name the four food groups and the foods that belong in them			
12) Name all exterior parts of body			
13) Practice good safety habits			
a. to avoid burns			
b. in traffic areas			
c. on stairs			
d. when playing			
e. at the pool			
f. other			
14) Demonstrate an awareness of various weather conditions			
a. precipitation			
b. humidity			
c. temperature			
d. wind			
15) Demonstrate an awareness of the use of temperature gauges			
a. thermometer			
b. oven setting			
c. meat thermometer			
d. thermostat			
16) Demonstrate an awareness of the animal world			
a. types of animals			
b. contributions of animals			
1. clothing			
2. work			

Science

	INTRODUCED	DEVELOPING	INDEPENDENT
3. protection			
4. food			
5. companionship			
c. care of animals			
d. habitat of animals			
17) Demonstrate an awareness of plant life			
a. types of plants			
b. poisonous plants			
1. poison ivy			
2. poison oak			
3. poison sumac			
c. plant parts			
1. seed			
2. stem			
3. root			
4. leaves			
5. flower			
d. care of plants			
1. garden			
2. household plants			
3. shrubbery			
4. lawn			
18) Demonstrate an awareness of how to conserve natural resources			
a. water			
b. air			
c. land			
d. vegetation			
e. wildlife			
19) Identify the specific characteristics of materials found in his environment			
a. wood and wood products			

Science

	INTRODUCED	DEVELOPING	INDEPENDENT
b. metals			
c. plastics			
d. ceramics			
e. chemicals (including cleaning and finishing materials)			
f. lubricants			
g. other			
20) Properly use the following energy sources safely			
a. electricity			
1. A.C.			
2. D.C.			
b. gas			
c. petroleum products			
d. muscle			

SECTION "G"

SELF-HELP

Self-Help

The student is able to:	INTRODUCED	DEVELOPING	INDEPENDENT
1) Tend to toileting needs by			
a. expressing awareness of need			
1. non-verbally			
2. verbally			
b. initiating the appropriate action according to need			
c. establishing cleanliness			
1. use toilet in manner appropriate to sex			
2. wipe effectively			
3. remember to flush the toilet			
4. refrain from playing while toileting			
d. removing clothing for toileting			
e. readjusting clothing after toileting			
f. changing clothing, if soiled, in a tidy manner			
g. washing hands after toileting			
h. avoiding toileting accidents			
2) Feed himself/herself			
a. hold finger food			
b. bite a variety of substances			
c. chew effectively			
d. keep appropriate amounts of food in mouth			
e. use a spoon			
1. choose			
2. hold			
3. manipulate			
f. use a fork			
1. choose			
2. hold			
3. manipulate			
g. use a knife			
1. choose			
2. hold			
3. manipulate			

Self-Help	INTRODUCED	DEVELOPING	INDEPENDENT
h. use a variety of cups/glasses			
i. use a straw			
j. eat and drink neatly			
k. self-sustain the eating process			
l. eat foods in the appropriate order (dessert last)			
m. use a napkin effectively			
1. mouth			
2. hands			
3. general clean-up			
n. clear dishes in a manner indicated by setting (cafeteria, class party, etc.)			
o. attempt to eat unfamiliar foods			
3) Maintain oral hygiene by:			
a. recognizing his/her own cup, toothbrush			
b. holding a toothbrush			
c. wetting a toothbrush			
d. brushing all teeth effectively			
e. using toothpaste tube appropriately			
1. remove cap			
2. squeeze			
3. replace cap			
f. rinsing mouth without swallowing			
g. replacing materials			
h. rinsing hands and face			
i. drying hands and face			
j. maintaining tidiness throughout brushing process			
k. brushing teeth at home at the appropriate times			
4) Maintain nasal hygiene by:			
a. recognizing the need for a tissue			
b. locating and drawing one tissue			
c. opening tissue			
d. holding and blowing into tissue			
e. wiping tidily			
f. disposing of tissue			

Self-Help	INTRODUCED	DEVELOPING	INDEPENDENT
g. washing hands as needed			
h. sustaining the wiping process			
i. handling nasal hygiene under a variety of circumstances			
5) Remove outer wear			
a. coat			
b. hat			
c. pullover sweater			
d. cardigan sweater			
e. mittens or gloves			
f. boots or rubbers			
6) Remove standard wear			
a. pants			
b. shirt			
c. shoes			
d. socks			
e. skirt			
f. jumper			
g. dress			
h. belt			
7) Put on outer wear			
a. coat			
b. hat			
c. pullover sweater			
d. cardigan sweater			
e. mittens or gloves			
f. boots or rubbers			
8) Put on standard wear			
a. pants			
b. shirt			
c. shoes			
d. socks			
e. skirt			
f. jumper			
g. dress			
h. belt			

Self-Help

	INTRODUCED	DEVELOPING	INDEPENDENT
9) Remove underwear			
a. undershirt			
b. underpants			
c. slip			
10) Put on underwear			
a. undershirt			
b. underpants			
c. slip			
11) Manage clothing fastenings			
a. zippers			
b. buttons			
c. snaps			
d. buckles			
12) Identify the appropriate clothing			
a. for weather			
b. for occasions			
13) Maintain a neat appearance			
a. shirt tucked in			
b. skirt down			
c. pants up			
d. socks up			
e. shoes tied			
f. refrain from playing with clothing			
g. other			
14) Hang up clothing			
a. using a hook			
b. using a hanger			
15) Wash with soap			
a. hands			
b. face			
16) Use a comb and brush			
17) Handle health care problems			
a. report pain			
b. stop to rest			
c. request aid			
d. demonstrate an awareness of health care roles, (nurse, doctor, dentist, etc.)			

Self-Help	INTRODUCED	DEVELOPING	INDEPENDENT
e. accept medical aid as needed			
f. use test equipment			
1. eye chart			
2. audiometer			
18) Find his/her way			
a. in school			
b. at home			
19) Care for personal property			
a. in school			
b. at home			
20) Use stairs			
21) Open and close a variety of doors			
22) Open and close containers			
23) Use leisure time in a socially acceptable manner			
a. at home			
b. in school			
24) Perform simple classroom chores under supervision			
25) Comb hair, using a mirror to check appearance			
26) Maintain body cleanliness			
a. hands			
b. face			
c. clothing			
27) Eat a variety of foods			
28) Tie shoes			
29) Practice learned safety habits			
a. to avoid burns			
b. in traffic areas			
c. on stairs			
d. when playing			
e. at the pool			
f. other			
30) Cover mouth when coughing			
31) Use stairs with alternate feet			
a. ascending			
b. descending			

Self-Help	INTRODUCED	DEVELOPING	INDEPENDENT
32) Become familiar with keys and locks			
33) Open a combination lock when combination is written			
34) Completely dress and undress self without assistance (tie shoes, fasten bra, etc.)			
35) Use pants and skirt hangers			
36) Care for menstrual needs			
37) Shampoo hair by self			
38) Be critical of self appearance			
39) Maintain neatness throughout day			
40) Keep nails clipped and clean			
41) Care for chapped skin (hands, lips, etc.)			
42) Select appropriate outfits			
43) Set the table			
44) Cut food into bite size pieces with			
a. knife and fork			
b. fork			
45) Clean eating area after finished eating			
46) Wash dishes			
47) Dry dishes			
48) Use a vacuum cleaner to vacuum a rug			
49) Make a bed			
50) Scrub a sink			
51) Clean toilet			
52) Use a sponge mop to wash a floor			
53) Thread a needle			
54) Knot end of thread			
55) Identify food groups			
56) Plan a balanced meal with guidance			
a. breakfast			
b. lunch			
c. dinner			

Self-Help	INTRODUCED	DEVELOPING	INDEPENDENT
57) Prepare a simple meal with guidance			
a. breakfast			
b. lunch			
c. dinner			
58) Care appropriately for a small cut or scrape			
59) Tell how, when, why matches can be dangerous			
60) Show what to do if clothing catches on fire			
61) Dial for help on the telephone			
62) Exhibit cautious attitude toward the following:			
a. hazardous products			
b. hazardous items			
c. hazardous situations			
63) Open a locker			
a. that has a combination			
b. that has a lock			
63) Name various methods of transportation appropriate for this area			
65) Open locks with keys			
66) Fold T-shirts, jeans, towels, washcloths, pillow cases neatly			
67) Fold single bed size flat sheets and blankets			
a. alone			
b. with another person			
68) Fold single bed size fitted sheets and blankets			
a. alone			
b. with another person			
69) Demonstrate safe usage of an iron			
70) Iron simple flat pieces of clothing (handkerchief)			
71) Select appropriate outfits by color and pattern			
72) Determine when clothing is soiled			
73) Determine when clothing needs repairs			
74) Identify common cooking and baking utensils			
75) Break an egg without getting shell into pan/bowl			
76) Break an egg without breaking yoke			
77) Use a paring knife safely			

Self-Help	INTRODUCED	DEVELOPING	INDEPENDENT
78) Use a vegetable peeler			
79) Demonstrate proper way to measure dry ingredients			
80) Demonstrate proper way to measure liquid ingredients			
81) Identify cup measurements:			
a. 1c.			
b. 1/2c.			
c. 1/3c.			
d. 1/4c.			
82) Identify spoon measurements:			
a. 1 tblsp.			
b. 1 tsp.			
c. 1/2 tsp.			
d. 1/4 tsp.			
83) Set a minute timer for a certain time			
84) Set a table correctly			
85) Wipe a table or counter clean			
86) Demonstrate proper order of washing dishes (glasses, silverware, etc.)			
87) Return dishes to proper storage area			
88) Open cans with an electric can opener			
89) Open cans with a manual can opener			
90) Run a vacuum cleaner to clean a rug			
91) Change a variety of vacuum cleaner bags			
92) Use a broom to sweep the floor			
93) Use a dust pan and brush to gather and remove dirt			
94) Use a dust rag to dust large pieces of furniture			
95) Use a scrub brush to clean floor			
96) Sew a button on material			
97) Sew a simple straight stitch (running stitch) by hand			
FEMALES:			
98) Demonstrate awareness of feminine hygiene			
99) Put on unassisted			
a. bra			
b. stockings			
c. belts			

Self-Help	INTRODUCED	DEVELOPING	INDEPENDENT
d. jewelry			
e. garments with back fastenings			
1. zippers			
2. buttons			
3. hooks, snaps			
4. tie, bows			
100) Shave:			
a. underarms			
b. legs			
101) Apply make-up			
a. lips			
b. eyes			
c. fingernails			
d. other			
MALES:			
102) Shave facial hair			
103) Put on unassisted:			
a. regular and/or clip tie			
b. belt			
c. wrist watch and/or other jewelry			
d. athletic supporter			
104) Shower/bathe on his/her own			
105) Dry his/her hair using an electric drier			
106) Style his/her hair..using comb/brush/drier			
107) Care for his/her skin..blemishes, chapped, etc.			
108) Use deodorants appropriate to area of body			
109) Do simple sewing repairs:			
a. buttons			
1. hand			
2. machine			
b. hems			
1. hand			
2. machine			
c. seams			
1. hand			
2. machine			

Self-Help	INTRODUCED	DEVELOPING	INDEPENDENT
110) Be aware of personal limits			
a. allergies			
b. limitations (dietary, physical, temporary)			
111) Take care of his/her own room			
a. make bed			
b. put away clothing			
c. keep drawers, closet neat			
d. organize possessions			
e. cleaning (dust, vacuum, etc.)			
112) Demonstrate awareness and use of proper diet:			
a. for specific problems			
b. for weight loss			
c. for general good health			
113) Demonstrate awareness of the need for, and schedules for times			
a. work			
b. leisure			
c. meals			
d. sleep			
114) Wash/dry his/her own clothing			
a. determine need for hand wash/hang to dry			
b. use washer and dryer			
115) Do simple ironing			
a. determine need for			
b. personal attire			
116) Move about neighborhood on his/her own			
117) Use public transportation			
a. bus			
b. train			
c. taxi			
118) Do simple shopping on his/her own			
a. make a shopping list of needs			
b. purchase items on list			
c. go to neighborhood store alone			

Self-Help

	INTRODUCED	DEVELOPING	INDEPENDENT
119) Recognize and deal with hazards in:			
Hazards / Home / School / Community			
a. smoking			
b. medicines			
c. drugs			
d. alcohol			
e. fire (use extinguisher)			
f. poisons			
g. other			
120) Develop avocational interests			
a. hobbies			
b. sports			
c. other			
121) Take initiative to help at home			
122) Cook simple foods			
a. boil water			
b. make coffee, tea			
c. make sandwiches, salads			
d. soup and other canned food			
e. eggs (boiled, poached, scrambled)			
f. one dish meals, casseroles			
g. follow simple recipes			
h. use mixes (e.g., cakes, etc.)			
i. other			
123) Demonstrate awareness of how to deal with members of:			
a. opposite sex			
b. same sex			
c. various age groups			
124) Demonstrate awareness of own sexual needs and proper way to deal with them			

SECTION "H"

SOCIAL BEHAVIOR

Social Behavior

The student is able to:	INTRODUCED	DEVELOPING	INDEPENDENT
1) Identify authority figures by attentiveness			
2) Respond correctly to authority by following directions			
3) Observe class and lesson rules			
4) Respond to the verbal use of his/her own name			
5) Verbally identify himself/herself by first name			
6) Verbally identify himself/herself by first and last names			
7) Verbally assign correct names to classmates			
8) Verbally assign correct names to teacher/aide			
9) Verbally assign correct names significant to others (i.e., bus driver, school nurse, other teachers such as gym, art, music, etc.)			
10) Sit with his/her feet on the floor			
11) "Position" hands			
12) Make eye contact with teacher			
13) Make eye contact with task			
14) Demonstrate attentiveness			
15) Demonstrate self-control by:			
a. doing no harm to others			
b. doing no harm to surroundings			
c. displaying socially acceptable behavior			
d. independently displaying socially acceptable behavior			
16) Share items			
17) Help a partner			
18) Contribute to the task at hand			
19) Initiate activities during play			
20) Choose between two or more options			
21) Correct self			
22) Perform an assigned leadership task			
23) Exhibit correct responses to common greetings			
24) Greet adults and peers at appropriate time			
25) Display desirable table manners in the areas of:			
a. posture			
b. use of utensils			
c. behavior			

Social Behavior	INTRODUCED	DEVELOPING	INDEPENDENT
26) Observe known rules of behavior in various settings			
a. bus			
b. library			
c. cafeteria			
d. pool			
e. classroom			
f. playground			
g. other			
27) Observe known family rules of behavior			
28) Actively participate in activities			
a. structured			
b. unstructured			
29) Show interest in activities			
a. structured			
b. unstructured			
30) Accept responses from adults			
a. praise			
b. criticism			
31) Carry out simple, one-step instructions independently			
32) Consistently perform learned tasks without seeking unnecessary assistance			
33) Follow directions without grumbling and pouting			
34) Offer apologies and accept them			
a. when directed			
b. independently			
35) Respond with social courtesies when introduced to a stranger			
a. introduce self			
b. shake hands			
c. respond to "How are you?"			
36) Answer questions when asked by an unfamiliar person			
37) Act appropriately when taken to public places			
a. public transportation			
b. restaurant			
c. theater			
d. sports events			

Social Behavior	INTRODUCED	DEVELOPING	INDEPENDENT
38) Hold a conversation			
a. with peers			
b. with an adult			
39) Demonstrate the ability to take a leadership role to organize activities in leading a group of peers			
40) Accept criticism and try to show improvement			
41) Accept classroom responsibilities independently			
42) Find acceptable activities to do when given free time			
43) Cope with problems/frustrations			
a. ask for assistance when necessary			
b. does not show anger or hostility by yelling, swearing, etc.			
44) Exhibit socially acceptable responses to varying authority figures			
45) Exhibit socially acceptable response to emergency situations			
a. fire			
b. accident			
c. illness			
46) Exhibit socially acceptable response to criticism			
47) Wait for his/her turn			
48) Take his/her turn			
49) Mind his/her own business by refraining from:			
a. discussing other people's business			
b. passing judgment on others			
c. interrupting conversations			
d. "telling tales"			
e. interfering with activities of others			
f. eavesdropping			
g. other			
50) Refrain from socially unacceptable behaviors or mannerisms			
a. giggling			
b. nose picking			
c. face picking			
d. odd noises			
e. other			

Social Behavior	INTRODUCED	DEVELOPING	INDEPENDENT
51) Refrain from severe mood changes			
52) Exhibit the following personality traits:			
a. honesty			
b. reliability			
c. dependability			
d. initiative			
e. socially acceptable affection response			
f. ability to distinguish between reality and fantasy			
g. other			
53) Exhibit the following social behaviors:			
a. proper sitting			
b. an ability to introduce people (peers/adults) to each other			
c. behaviors appropriate to the particular social situation			
d. the ability to give praise/compliments in a socially acceptable manner			
e. an ability to receive praise/compliments in a socially acceptable manner			
f. other			

SECTION "I"

SOCIAL STUDIES

Social Studies

The student will be able to:	INTRODUCED	DEVELOPING	INDEPENDENT
1) Name the members of his family			
2) Describe family members' responsibilities			
3) Name school personnel and their roles			
4) Name the basic community helpers and their roles			
5) Name the other members of his class			
6) Tell the reason for various holidays			
a. Christmas/Hanukah			
b. Easter			
c. Halloween			
d. Thanksgiving			
e. Other (include other holidays if students do not celebrate these)			
_____			
_____			
7) Describe where in the community various goods can be found			
8) Name various means of transportation and when they are used			
9) Name the rooms in a house or apartment and their uses			
10) Name the elements of their address			
11) Name individually their			
a. town/city			
b. state			
c. county			
d. country			
e. school district			
12) Locate own state on map			
13) Locate one other state on a map of the United States			
14) Locate own town/city or closest city on map of Pennsylvania			

Social Studies

	INTRODUCED	DEVELOPING	INDEPENDENT
15) Identify basic symbols on map			
a) land			
b) water			
c) roads			
16) Name the President of the United States			
17) Independently locate special rooms within school that are used by class			
18) State father's occupation			
19) State mother's occupation			
20) State place of employment			
a. father			
b. mother			
21) Demonstrate a knowledge of the functional use of community resources dealing with services and trades, under general supervision			
22) Identify basic sources of manufactured commodities			
23) Differentiate between geographical units of country, state and town			
24) Identify the role of individuals with whom he might have contact with as adults (other than basics covered in previous curricula); i.e.,			
a. foreman g. social security officers			
b. orthodontist h. social workers			
c. gynocologist i. county MR personnel			
d. notary j. insurance agent			
e. legal aid k. union officers			
f. personnel director l. employment agencies			
25) Name proper authority/worker to go to for information/service/concerns			
26) Describe structure of local government-individuals and roles			
27) Describe structure of state government - individuals and roles			

Social Studies

	INTRODUCED	DEVELOPING	INDEPENDENT
28) Demonstrate an awareness of voting procedure			
a. registration			
b. use of voting machine			
c. awareness of political parties			
29) Demonstrate an understanding of laws -- traffic laws, community laws			
30) Participate in daily classroom discussions of current events			
31) Discuss pictures, articles from periodicals			
32) Initiate and discuss:			
a. T.V. Programs			
b. radio programs			
c. radio announcements			
33) Choose preferred store brands of consumer			
34) Use unit pricing			
35) Select fabrics/materials for durability			
36) Recognize quality products			
37) Return merchandise			
38) Exchange merchandise and obtain refunds for returned merchandise			
39) Deal with store complaint department			
40) Complain about poor service...stores, restaurant			
41) Use a map/diagram to:			
a. locate objects in classroom			
b. locate objects in building			
c. locate building in immediate area			
d. locate specific area in town			
e. locate town in county			
f. locate county in state			
g. locate state in country			
h. locate country on world map			
i. show how to go from one place to another			
j. use map			
a. legends			
b. symbols			
c. directions			

Social Studies	INTRODUCED	DEVELOPING	INDEPENDENT
k. plan route			
l. give directions for going to a designated site			
m. follow directions for going to a designated site			
42) Point out on maps			
a) named cities			
b) named states			
c) named countries			
d) named bodies of water			
e) named continents			